DOCUMENT RESUME

ED 405 573 CS 012 762

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TITLE Reading Recovery Program Implementation Year Six, School Year 1995-96. Report of Results and Effectiveness.
INSTITUTION New Hampshire State Dept. of Education, Concord.
PUB DATE Sep 96
NOTE 39p.; For earlier reports, see ED 364 869 and ED 363 859-860. For other reports in this series, see CS 012 763-764.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Attitudes; Early Intervention; Elementary School Students; Grade 1; *High Risk Students; *Instructional Effectiveness; Parent Attitudes; Primary Education; Program Descriptions; Program Effectiveness; Program Implementation; Reading Improvement; Reading Research; Reading Writing Relationship; *Remedial Reading; Teacher Attitudes
IDENTIFIERS *New Hampshire; *Reading Recovery Projects

ABSTRACT

A study examined the results and effectiveness of the sixth year of the Reading Recovery program in New Hampshire. With the 95 Reading Recovery teachers from previous classes, 38 teachers in the new class, and 4 teacher leaders, a total of 137 teachers taught Reading Recovery during the 1995-96 school year. A total of 693 first-grade children identified as being at risk of reading failure were served. Results indicated that: (1) 549 (79%) successfully completed the program and were making at least average progress with regular classroom reading instruction; (2) both discontinued and program children attained scores on writing vocabulary, dictation, and text reading level measures which were within an average band; (3) children who were discontinued prior to April 1 continued to make successful progress on all three measures; and (4) the overall response from Reading Recovery teachers, classroom teachers, administrators, and parents on individual surveys was very positive and supportive. Recommendations include development of school building literacy teams to conduct studies to determine the factors that contribute to literacy success for all primary school children; and recognition of Reading Recovery as a supplemental service to classroom reading instruction. (Contains seven tables and nine figures of data. A list of Reading Recovery teachers and schools for the 1995-96 year and a list of the Reading Recovery Teachers-in-Training 1996-97 are attached.) (RS)

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ED 405 573

REPORT OF RESULTS AND EFFECTIVENESS

Reading Recovery® Program

Implementation Year Six

School Year 1995 - 1996

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September, 1996

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REPORT OF RESULTS

AND EFFECTIVENESS

Reading Recovery® Program

Implementation Year Six

School Year 1995 - 1996

THANK YOU

All the Reading Recovery® Teachers listed in Appendix A collected the voluminous data analyzed and reported in this publication. Their work made this analysis possible.

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NEW HAMPSHIRE READING RECOVERY® PROJECT

This report begins with an overview of the program including a description of Reading Recovery®, a brief history of the program, and a description of the New Hampshire Project. This is followed by the annual program evaluation and research results for 1995-1996, plans for project continuation, and Teacher Leader recommendations.

PROGRAM OVERVIEW

Introduction

by Angela M. Jaggar and M. Trika Smith-Burke, New York University

Reading Recovery® is an early intervention program developed by New Zealand educator Marie M. Clay to assist young children who are experiencing difficulty learning to read. The program is based on the assumption that intensive, high-quality help during the early years of schooling is the most effective way to prevent reading failure and, therefore, the most productive investment of resources.

The program serves first graders who are in the lowest 20% of their class in reading. Children meet individually with a specially-trained teacher for thirty minutes each day. In these sessions, children move through a lesson sequence that involves the reading of familiar short storybooks, the writing and reading of a brief message or story, and the introduction of a new, slightly more challenging book that will be read independently the next day. The materials used in Reading Recovery® lessons are many "little books" which provide support for beginning readers by using familiar language patterns within the framework of a predictable story.

While Reading Recovery® lessons follow a framework, every lesson is unique because the teacher closely monitors each child's progress and makes ongoing teaching decisions based on the child's use of reading and writing strategies. Teachers use techniques that are designed to help children develop effective strategies for hearing sounds in words and for monitoring and checking their own reading comprehension.

The aim of Reading Recovery® is to help the poorest readers make accelerated progress so that they reach the average reading level or better of their class in a short time, *usually 12 to 20 weeks*. The instruction continues until the child has developed effective strategies for independent learning and can read and write satisfactorily in the regular classroom without additional help. At this point, the intervention is "discontinued" and another child is given an opportunity to participate in the Reading Recovery® program.

The key to the successful implementation of Reading Recovery® is the unique two-tiered staff development program that involves year-long programs of study for Reading Recovery® teachers and teacher leaders. The additional components of Reading Recovery® include continuing professional education for trained teachers and leaders, and research and evaluation to ensure long-range effectiveness of the program.

Brief History

by Angela M. Jaggar and M. Trika Smith-Burke, New York University

Dr. Clay conducted observational studies in the mid-60s that enabled her to design techniques for detecting early reading difficulties in young children. In the mid-70s, she worked with teachers to develop Reading Recovery® procedures and pilot tested the program in New Zealand. The success of the pilot program led to nationwide adoption of Reading Recovery® in that country in the early 1980s.

In 1984, Ohio State University began training teacher leaders in the United States and pilot tested the program in Columbus, Ohio. The success of the program has resulted in the widespread adoption of Reading Recovery® across the country and in Canada.

New Hampshire Reading Recovery® Project

Reading Recovery® came to New Hampshire through the collaboration of the Legislature, the State Department of Education, the Concord School District, and the University of New Hampshire. Other local school districts and Chapter 1 joined the effort. For details of pre-implementation and years 1, 2, 3, 4, and 5 of the implementation see:

Report of Results and Effectiveness: Reading Recovery® Pilot Project (August 1991)

Report of Results and Effectiveness: Reading Recovery® Program: Implementation Year Two (September 1992)

Report of Results and Effectiveness: Reading Recovery® Program: Implementation Year Three (September 1993)

Report of Results and Effectiveness: Reading Recovery® Program: Implementation Year Four (September 1994)

Report of Results and Effectiveness: Reading Recovery® Program: Implementation Year Five (September 1995)

These reports also explicitly describe the program. To obtain a copy, contact Helen Schotanus at the NH Department of Education, 101 Pleasant Street, Concord, New Hampshire 03301-3860, (phone 603-271-3841).

In preparation for the 1995-96 school year, the Early Learning Unit sent applications to all superintendents, principals of elementary schools, and Title 1 managers during January. The Bureau received 40 applications, 38 of which met the criteria for acceptance into the program.

With four teacher leaders, all qualified applicants could be accepted along with providing continuing contact for previously-trained teachers. Four classes were formed, meeting in Newport, Plymouth, Milford, and Seabrook, respectively.

With 95 Reading Recovery® teachers from the previous classes, the 38 teachers in the new classes, and 4 Teacher Leaders, a total of 137 teachers taught Reading Recovery® during the 1995-1996 school year (see Appendix A for the list of teachers and districts participating in Implementation Year Six). They represented 61 school districts, among them 11 districts new to Reading Recovery®, and 88 schools. The number of New Hampshire schools interested in implementing Reading Recovery® continues to grow.

The involvement of the State is extremely important since it brings Reading Recovery® teacher training within the geographic and financial reach of New Hampshire's school districts. For fiscal year 1996, $202,458 of state funds were used to support the training component of this program. Special Title 1 funds in the amount of $71,500 supported a fourth teacher leader, making Reading Recovery® training accessible to school districts in the southeastern part of the state. At the same time, local districts contributed approximately $2.75 million to this effort to cover the salary and benefits of the teachers in training as they received instruction in the program and worked with students, and to cover the salary and benefits for previously-trained teachers who were continuing to provide Reading Recovery® instruction to students.

Of those students identified for Reading Recovery®, 915 were served in New Hampshire during the 1995-96 year. The research indicates that 60 lessons comprise the minimum amount of time that is considered a program in Reading Recovery®. Some children will take longer than that period to achieve success (be discontinued); others will be discontinued within a shorter time; however, 60 lessons represent a good estimate of the average time needed for a program. "Program" children are therefore defined as those children who receive at least 60 lessons or are discontinued from the program. At this site 693 program children were served and are included for analysis in this report (see Table 1, pages 8 and 9).

This report documents the progress of at-risk first-graders who received Reading Recovery® instruction during 1995-1996. After six years of program implementation, the potential, larger effect on schools is coming to light. The teacher leaders work with schools, classroom teachers and administrators, as well as teaching the Reading Recovery® classes. Presentations and inservice sessions were made by the New Hampshire teacher leaders to various groups, including local school boards, State Board of Education, parent groups, regional and state Reading Recovery® conferences, classroom teachers, administrators, and the Literacy Study Committees of the New Hampshire Senate and House of Representatives.

Accounts of the long-term effects of Reading Recovery® in a school district include reports of reduction in the need for extra support services, among them fewer referrals to special education. Another long-term effect is an overall increase in reading achievement. One school collected data for five years about achievement of all first-graders at the end of the year. Full implementation of Reading Recovery® was one part of the school's successful effort to increase reading achievement (see page 4).

"Success in the early grades
does not guarantee success
throughout the school years and beyond,
but failure in the early grades
does virtually guarantee
failure in later schooling."

Robert Slavin, Nancy Karweit, and Barbara Wasik
Educational Leadership, Dec. 1992 / Jan. 1993

Making Changes in a School
One Example of Reading Recovery® as Part of the Picture

Parts at Holderness Central School

1. High-quality professional development for classroom teachers
2. Full implementation of Reading Recovery®
   (All first-graders in the bottom 20% of their class received Reading Recovery® instruction.)
3. Small class size
   (Two first-grade classes each year)
4. Policy of no extra years
   (1991-1992 was the first year without a transition class, and the district has a policy of no retention in grade 1 except in unique or unusual circumstances.)

RESULTS

Gates MacGinitie Reading Test Given in May 1992 to 1996 Total Reading Score - Grade One

(Scores reported in Stanines)

	below average	average	above average
Stanines	1-3	4-6	7-9

Year in Grade One	Total Number Taking Test	Number on Gates MacGinitie Below Average	Percent Below Average
1992	36	19	53%+
1993	36	11*	31%
1994	34	19	56%
1995**	24	3	13%
1996	25	2*	8%

* 2 children did not take the test in 1993, 1 in 1996.
** Grade 1 did not take the test in 1995. These are Grade 2 scores in May, 1996.
\+ Included children who had had an extra year of school in transition class the previous year.

STEPS

Reading Recovery® implemented 1993-94.

Teacher in-service 1994-95 and 1995-96.

Last year of transition class was 1990-91.

School Board renewed commitment to two first-grade classes 1995-96.

RESEARCH REPORT

Year Six: 1995 - 1996

Research Plan

The objectives of the research plan were to gather data and information for the New Hampshire Site Report in order to address the seven research questions, to identify specific strengths, and to work to improve areas of concern.

Definitions

The following are definitions for terms used in this report.

Reading Recovery® Program Children are all children who received 60 or more lessons in Reading Recovery® or who were discontinued from the program.

Discontinued Reading Recovery® Children are those children who successfully completed the program and who were officially released during the year or who were identified as having met criteria to be released at the final testing in June.

Not Discontinued Reading Recovery® Children are those children who had 60 or more lessons but were not officially discontinued (released) from the program for various reasons including moving from the school, not having time to complete a program before the end of school, being placed in another program such as special education, or not responding adequately to the program after 60 lessons.

Random Sample Children are those children who were randomly selected from the population of first grade children. Children who received any Reading Recovery® lessons were deleted from the sample.

Site Random Sample One hundred and eight children from the site were randomly selected. Class lists of all first grade children enrolled at schools with the Reading Recovery® Program were compiled. One total list was generated and used to randomly select 108 children. This total group provides a basis for determining an average range for comparison as a site average band.

The Observation Survey is composed of six measures developed by Marie Clay. These measures are used to identify children who need Reading Recovery® and to provide a basis for beginning Reading Recovery® lessons.

Dependent Measures There are three dependent measures used for the study. These measures are from *An Observation Survey*, (Clay, 1993) and are described below.

Writing Vocabulary: Children were asked to write down all the words they knew how to write in 10 minutes, starting with their own names and including basic vocabulary and other words. While this measure had no specific ceiling, time available would eventually constrain the potential score.

Dictation: Children were read a sentence and asked to write the words. In scoring, children were given credit for every sound represented correctly, thus indicating the child's ability to analyze the word for sounds.

Text Reading: Children were told the title of a selection(s), given a brief, standard introduction, and asked to read text materials in graded levels of difficulty. The child's text reading level indicates the highest level of text that he/she read at 90% or above accuracy.

Text materials in graded levels of difficulty were constructed for testing purposes. For the first level, the teacher reads *Where's Spot?* (Hill, Eric. Putnam, 1980). The child was asked to read on a page (no, no, no.). Unsuccessful reading is level A; accurate reading is Level B. After the first level, passages from the Scott Foresman *Special Practice Reading Books* were used to assess children's reading through level 24. Additional passages were selected from the Scott Foresman, 1976 edition and the Ginn and Company (Clymer and Venezky, 1982) reading program for levels 26, 28, and 30. Level 30 is from the last selection of the Ginn 6th grade reader, *Flights of Color*.

These texts were used for testing and research purposes only. They were not the same as those materials used in Reading Recovery® instruction and are not used as instructional materials in any first grade classrooms.

PROCEDURES

Selection of Children

Reading Recovery® teachers asked the classroom teacher to alternate rank the children in the classroom from top to bottom. Children from the bottom 20% were given the Observation Survey in September. From this group, four children per Reading Recovery® teacher were selected as the first to receive Reading Recovery® lessons. The rest were placed on a waiting list to be picked up as an opening became available. Title 1 guidelines were followed in schools where teachers were a part of the Title 1 Program.

Data Collection

In September, the selected first grade children at each school were tested using the Observation Survey. Waiting list children who entered the program during the year were retested using the complete Observation Survey prior to entry into the program. Children who were discontinued were tested on Writing Vocabulary, Dictation, and Text Reading at the time of exit from the program.

Writing Vocabulary, Dictation, and Text Reading assessments were administered to all Reading Recovery® children at the end of the school year in June. Pre and post Observation Survey results on these three dependent measures were used to assess the outcome of the program and the progress of each student.

A sample of first grade students was randomly selected from first graders at the New Hampshire site. Teachers administered three parts of the Observation Survey (Writing Vocabulary, Dictation, Text Reading) to determine a site random sample. This testing established an average range or average band of reading achievement levels of first graders at the site.

Research Questions

1. What proportion of Reading Recovery® Program children were discontinued?

2. What was the progress of Discontinued and Reading Recovery® Program children?

3. What proportion of Discontinued and Reading Recovery® Program children achieved end-of-year scores equal to or exceeding the average band of the site?

4. What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1?

5. What was the progress of Not Discontinued Reading Recovery® Program Children?

6. What informal responses were made by teachers-in-training, previously-trained Reading Recovery® teachers, classroom teachers, administrators, and parents of Reading Recovery® children which reflect on the impact of the Reading Recovery® Program?

7. What percentage of the first grade population in each district is being served by Reading Recovery®?

Table 1.

Status of All Children Served by the New Hampshire Site in 1995-96

District	Total Served	Program Children	Discontinued	% Program Children Discontinued
Allenstown	6	4	3	75
Amherst	14	11	11	100
Bartlett	5	5	4	80
Bath	1	1	1	100
Berlin	8	8	8	100
Campton	16	15	11	73
Chichester	9	7	2	29
Claremont	16	14	14	100
Conval	54	42	37	88
Conway	24	20	18	90
Derry	24	19	12	63
Dover	6	3	1	33
Epsom	13	8	4	50
Fall Mountain	18	14	14	100
Farmington	6	4	2	50
Franklin	13	10	5	50
Gilford	5	3	1	33
Gilmanton	8	4	3	75
Gorham	9	6	6	100
Governor Wentworth	34	23	16	70
Grantham	7	5	4	80
Groveton	12	9	6	67
Hanover	21	15	13	87
Henniker	6	5	3	60
Hillsboro	6	5	4	80
Holderness	8	7	6	86
Hooksett	24	21	17	81
Hopkinton	19	18	15	83
Jaffrey	8	5	2	40
Laconia	14	13	13	100
Lafayette	8	7	5	71
Lebanon	34	28	22	79
Lincoln/Woodstock	4	4	3	75
Lisbon	10	10	8	80
Littleton	15	12	9	75
Mascoma	16	12	11	92
Milford	41	29	24	83
Monadnock	24	15	14	93
Monroe	1	1	1	100
Moultonborough	9	8	7	88

Table 1. (continued)

Status of All Children Served by the New Hampshire Site in 1995-96

District	Total Served	Program Children	Discontinued	% Program Children Discontinued
Nashua	58	24	21	88
Newport	21	15	9	60
Orford	8	7	7	100
Pembroke	7	5	2	40
Pittsfield	7	5	3	60
Plymouth	15	13	10	77
Raymond	20	14	9	64
Rumney	9	8	8	100
Salem	19	13	8	62
Seacoast	54	36	29	81
Tamworth	7	7	6	86
Thornton	9	8	6	75
Timberlane	18	13	11	85
Wakefield	7	5	4	80
Warren	3	3	1	33
Weare	28	25	19	76
Wentworth	6	6	6	100
White Mountain	28	23	17	74
Woodsville	15	13	13	100
TOTAL	**915**	**693**	**549**	**79**

RESULTS OF RESEARCH

Year Six: 1995 - 1996

Question #1: What proportion of Reading Recovery® Program children were discontinued?

The decision to discontinue is carefully made in conjunction with the Teacher Leader. Decisions concerning whether or not children could be discontinued were made by examining a variety of data for each child: 1) highest level of text reading at 90% accuracy or better; 2) scores on two additional Observation Survey assessments: Writing Vocabulary and Dictation; 3) reading behavior as shown in recent running records and the Text Reading tests; and 4) achievement in the classroom instructional program.

Question #1 Results:

Of the 693 Reading Recovery® Program children at the New Hampshire Site, 549 were discontinued. This number represents 79% of the program population. (See Table 1, pages 8 and 9).

Question #2: What was the progress of Discontinued and Reading Recovery® Program children?

Comparisons of September and June scores were made on the three measures of the Observation Survey: 1) Writing Vocabulary, 2) Dictation, and 3) Text Reading Level, for both the Discontinued and Reading Recovery® Program children.

Question #2 Results:

The following table (Table 2) summarizes the progress of the total discontinued group and the Reading Recovery® Program children from September to June on all three measures of the Observation Survey.

Table 2.

Summary of Observation Survey Scores for Discontinued Reading Recovery® Children and Reading Recovery® Program Children

Measure	Month of Testing	Discontinued Reading Recovery® Children (mean)	Discontinued Reading Recovery® Children (N=)	Reading Recovery® Program Children (mean)	Reading Recovery® Program Children (N=)
Writing Vocabulary	September June	4.08 47.71	450 538	3.72 44.95	590 673
Dictation	September June	6.63 35.02	451 538	5.78 34.03	591 673
Text Reading Level	September June	0.77 16.95	450 539	0.69 15.04	590 674

Question #3: What proportion of Discontinued Reading Recovery® children and Reading Recovery® Program children achieved end-of-year scores equal to or exceeding the average band of the site?

End-of-year scores on three measures of the Observation Survey, (Writing Vocabulary, Dictation, and Text Reading Level) for Discontinued and Reading Recovery® Program Children were compared to a site average band. The average band was determined by calculating the mean for each of these three measures for a group of 103 randomly selected first grade students at the site. The average band was considered to be .5 standard deviations above and below the mean. In computing the average band, children who had received any Reading Recovery® Lessons were deleted from the sample.

Question #3 Results:

The proportion of discontinued children who achieved end-of-year scores equal to or exceeding the site average band ranged from 84% for Writing Vocabulary to 93% for Dictation. The proportion of Reading Recovery® Program Children who achieved end of year scores equal to or exceeding the site average band ranged from 72% for the Text Reading to 83% for Dictation.

The following tables (Tables 3 and 4) and figures (Figures 1, 2, 3) illustrate the end-of-year scores for Discontinued and Program Children in comparison to the site average band.

Table 3.

Proportion of Reading Recovery® Discontinued Children Scoring Equal to or Exceeding the Average Band at End-of-Year Testing

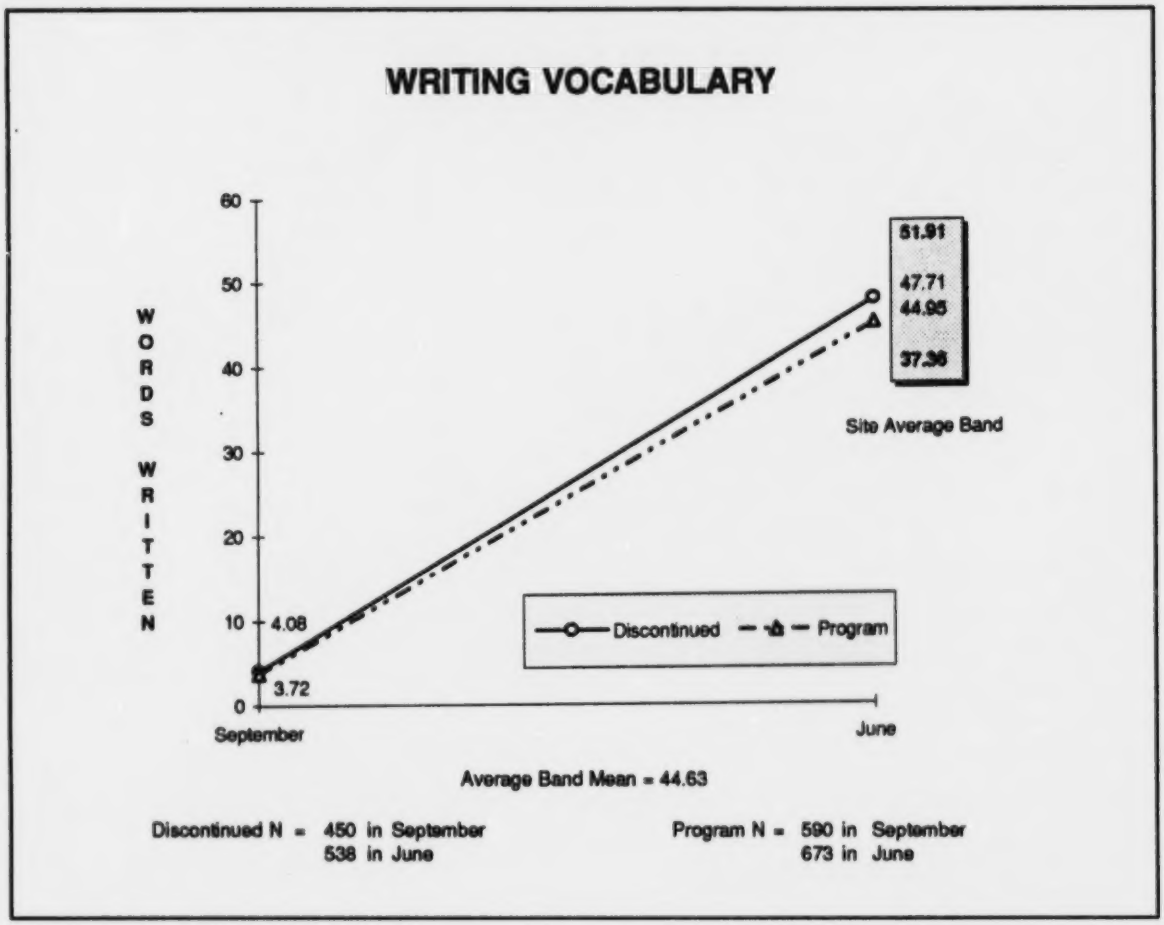
Measure	Average Band	Number of Discontinued Reading Recovery® Children Equal to or Exceeding Average Band	Proportion of Discontinued Reading Recovery® Children Equal to or Exceeding Average Band
Writing Vocabulary	37.36 - 51.91	451	84
Dictation	32.69 - 36.40	503	93
Text Reading Level	12.96 - 21.52	476	88
	Number of Discontinued Reading Recovery® Children Tested in June = 539		

Table 4.

Proportion of Reading Recovery® Program Children Scoring Equal to or Exceeding the Average Band at End-of-Year Testing

Measure	Average Band	Number Reading Recovery® Program Children Equal to or Exceeding Average Band	Proportion of Reading Recovery Program Children Equal to or Exceeding Average Band
Writing Vocabulary	37.36 - 51.91	499	74
Dictation	32.69 - 36.40	560	83
Text Reading Level	12.96 - 21.52	484	72
	Number of Reading Recovery® Program Children Tested in June = 674		

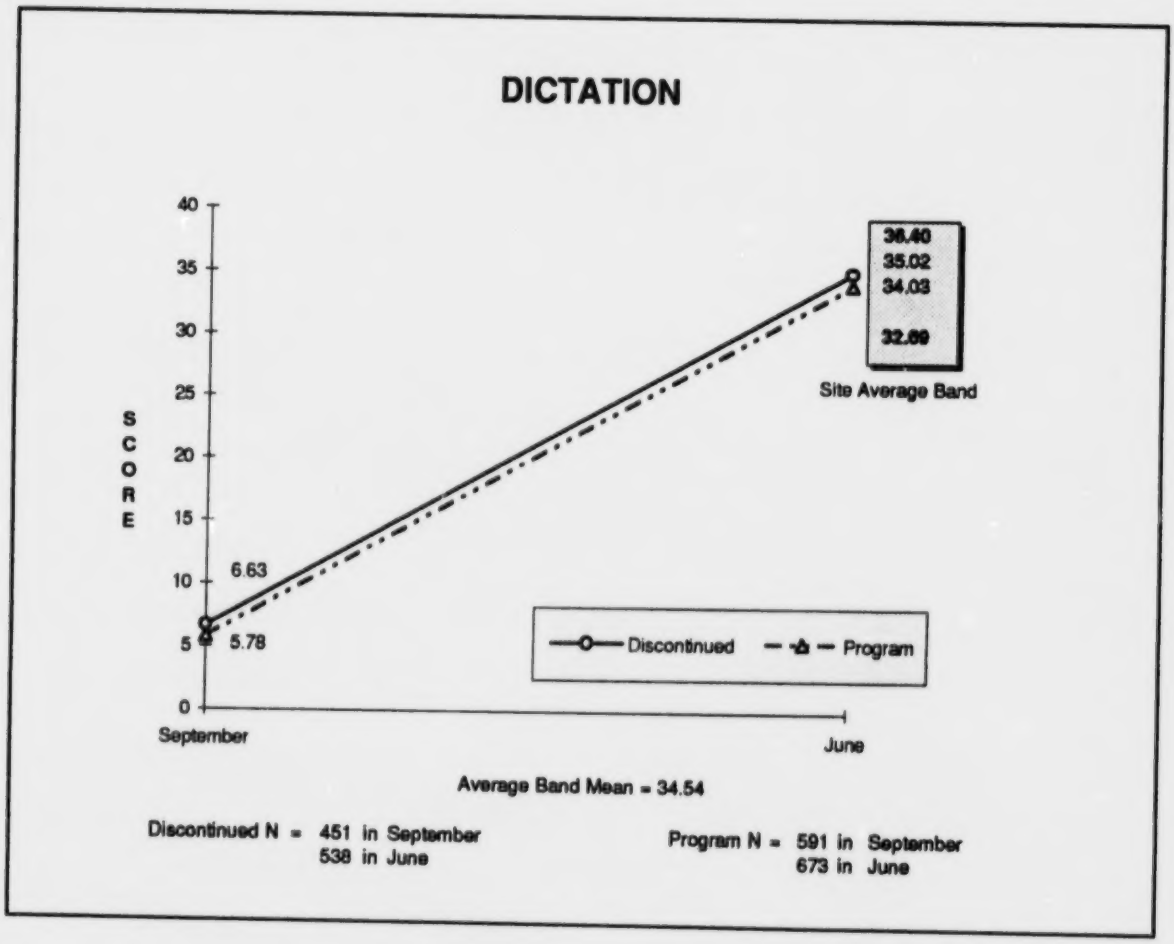
Figure 1.
Progress of Total Discontinued Group and Reading Recovery® Program Children on Writing Vocabulary
Writing Time Limit = 10 Minutes



	Mean Scores	
	Sept	June
Discontinued Reading Recovery® Children	4.08	47.71
Reading Recovery® Program Children	3.72	44.95

Average Band Mean = 44.63

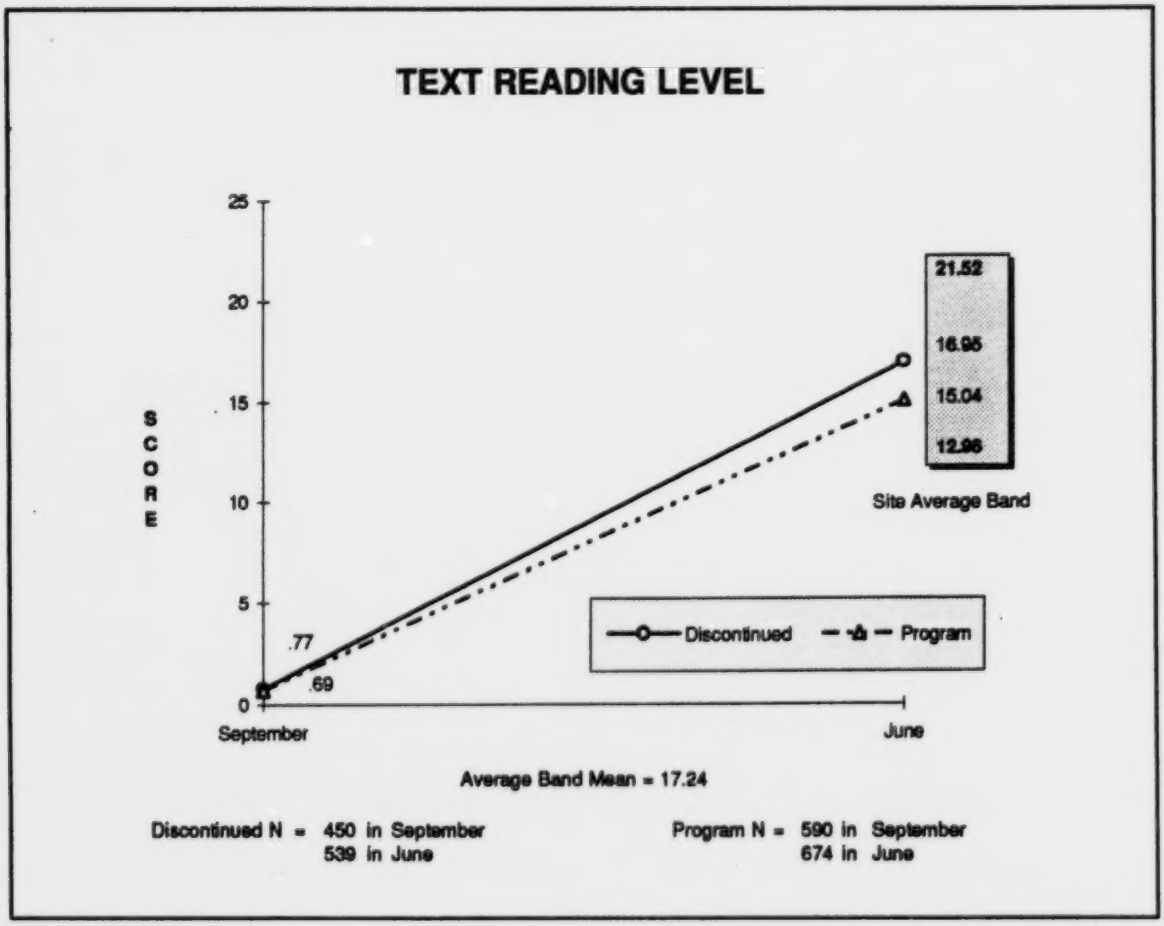
Figure 2.
Progress of Total Discontinued Group and Reading Recovery® Program Children on Dictation
Highest Possible Score = 37



	Mean Scores	
	Sept	June
Discontinued Reading Recovery® Children	6.63	35.02
Reading Recovery® Program Children	5.78	34.03

Average Band Mean = 34.54

Figure 3.
Progress of Total Discontinued Group and Reading Recovery® Program Children on Text Reading Level
Highest Possible Score = 30



	Mean Scores	
	Sept	June
Discontinued Reading Recovery® Children	.77	16.95
Reading Recovery® Program Children	.69	15.04

Average Band Mean = 17.24

Discussion: Question #3 Results

As illustrated in Figures 1, 2, and 3 both Discontinued and Reading Recovery® Program children attained scores on all three measures which were within the average band. On Dictation and Writing Vocabulary, the Discontinued children exceeded the mean score of the average band. Program children exceeded the mean score of the average band on Writing Vocabulary. Progress for both groups on Text Reading Level represents achievement at the end of the first grade reader. (The Reading Recovery® levels 9 through 12 are within a primer range; levels 14 and 16 represent a first grade reader, 18 and 20 a second grade reader. The highest level, level 30, is a sixth grade level passage.)

Past experience and follow-up studies have shown that discontinued readers at the end of first grade have developed a self-improving system and have the strategies to continue to make progress within or above the average in their classrooms.

Question #4: What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1?

Entry, exit, and end-of-year scores for three measures of the Observation Survey were compared for children who were discontinued at least eight weeks prior to the final testing period. After being discontinued from Reading Recovery®, children received no further extra help but were expected to continue to make progress by independent reading and classroom instruction. Discontinuing dates and the number of lessons vary based on the individual child's progress; therefore, the time of discontinuing is not specific and these scores are labeled exit on the graphs that follow.

Question #4 Results:

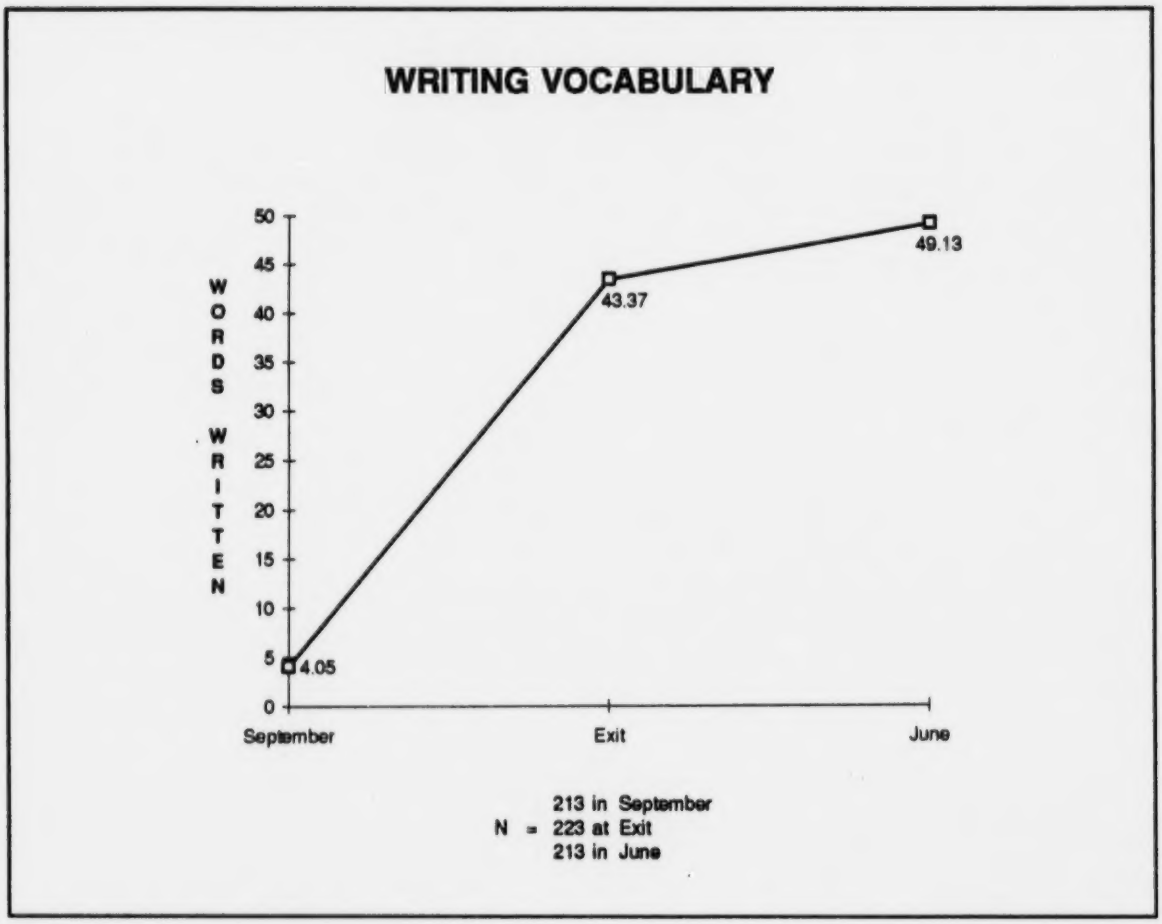
The progress of children discontinued prior to April 1 on three measures of the Observation Survey are reported on Table 5 and illustrated in Figures 4, 5, 6.

Table 5.

Progress of Children Discontinued Prior to April 1

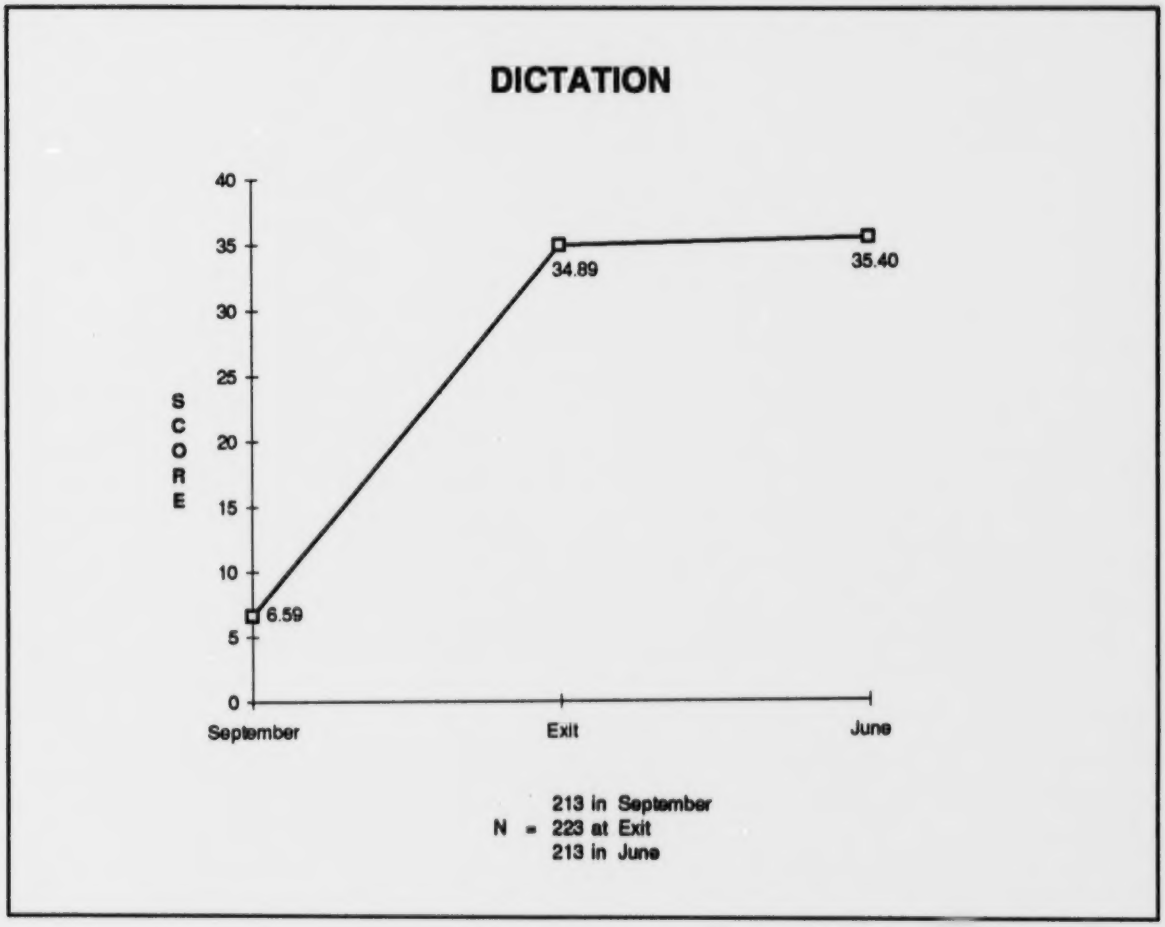
Measure	September	Exit	End-of-Year
Writing Vocabulary (Max = 10 Minutes)	4.05	43.37	49.13
Dictation (Max = 37)	6.59	34.89	35.40
Text Reading Level (Max = 30)	.69	13.40	18.97
Number of Children	N = 213	N = 223	N = 213

Figure 4.
Progress of Discontinued Children on Writing Vocabulary
(Discontinued Prior to April 1)
Writing Time Limit = 10 Minutes



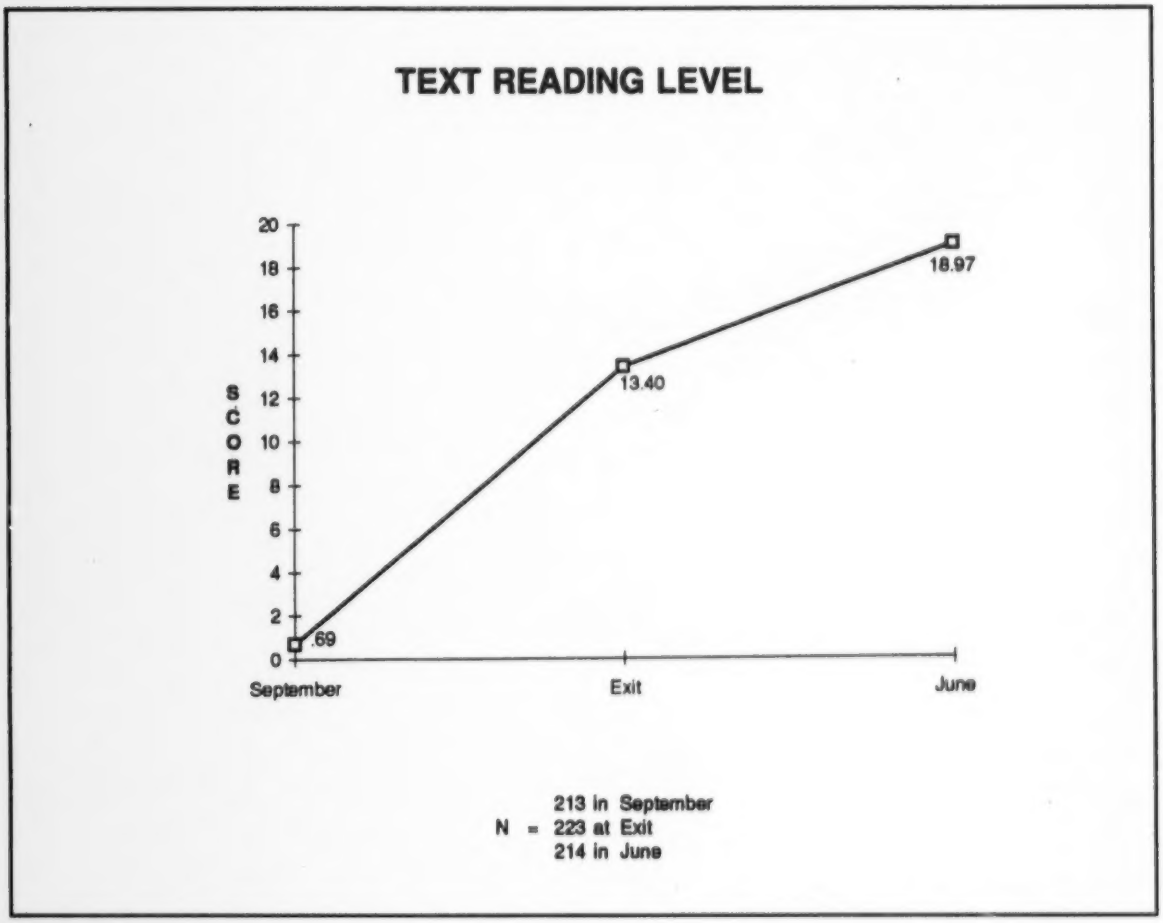
	Sept.	Exit	June
Mean Scores Writing Vocabulary	4.05	43.37	49.13
N =	213	223	213

Figure 5.
Progress of Discontinued Children on Dictation
(Discontinued Prior to April 1)
Highest Possible Score = 37



	Sept.	Exit	June
Mean Scores Dictation	6.59	34.89	35.40
N =	213	223	213

Figure 6.
Progress of Discontinued Children on Text Reading Level
(Discontinued Prior to April 1)
Highest Possible Score = 30



	Sept.	Exit	June
Mean Scores Text Reading Level	.69	13.40	18.97
N =	213	223	214

Children who discontinued prior to April 1 illustrate in the above figure the concept of a self-improving system. These children continued to make successful progress as they learned to read and improved their reading achievement by reading. These discontinued children achieved end-of-the-year scores exceeding the mean of the site average band on all three measures: dictation, writing vocabulary, and text reading. Their text reading level score represents a grade two reading level. This progress was attained with an average of 62.23 lessons.

Question #5: What was the progress of Not Discontinued Reading Recovery® Program children?

In previous years of the Reading Recovery® Program, teachers and Teacher Leaders have become aware of some children who receive 60 or more lessons but are not considered discontinued. However, improvement and progress can be noted for many of these students. To address Question #5 pretest and post-test scores on three measures of the Observation Survey were compared.

Question #5 Results:

Of the 693 Reading Recovery® Program children, 144 children were considered not discontinued. This number represents 21% of the program population. Although these 144 children did not achieve end-of-the-year scores equal to the site average band, significant gains were made on all three test measures. These Not Discontinued Program children received an average of 93.4 lessons. The following factors may have influenced their lack of accelerated progress:

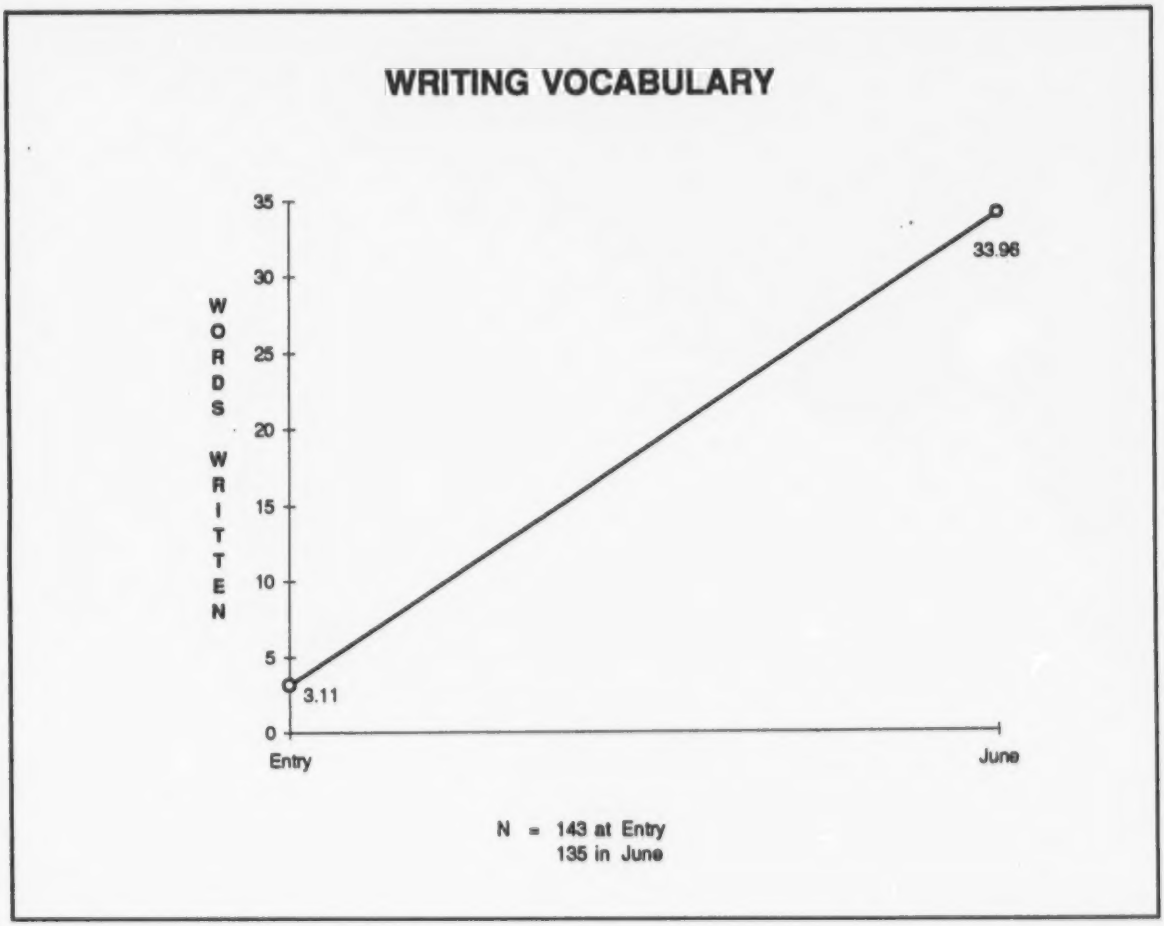
1. Attendance
2. Teachers in training lacked experience working with the most difficult to teach children
3. Lack of daily, formal reading instruction in the classroom
4. Lack of congruence between classroom program and Reading Recovery® instruction
5. Children needed additional or longer term educational services

The progress of the Not Discontinued Reading Recovery® children is illustrated in the following table and line graphs.

Table 6.
Summary of Observation Survey Scores
For Not Discontinued Reading Recovery® Program Children

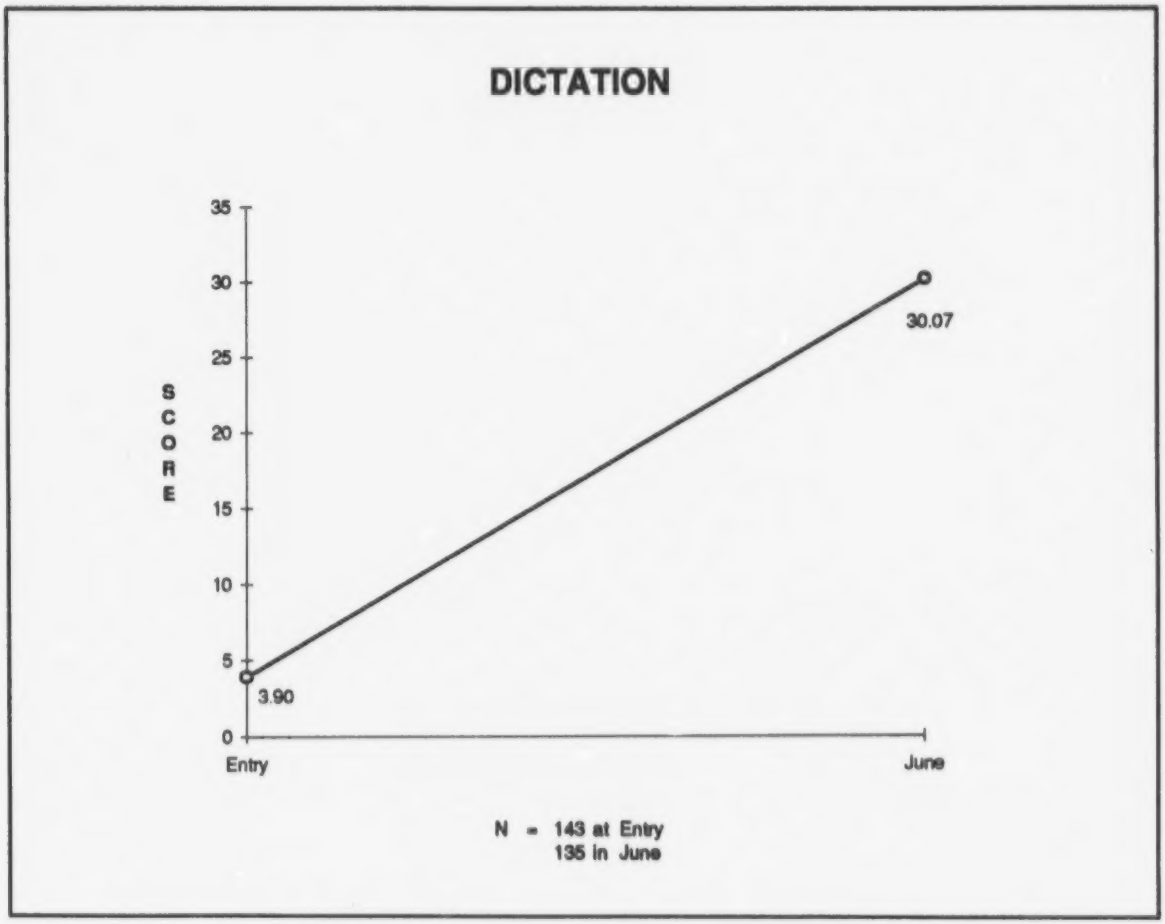
Measure	Entry Spring Testing	Not Discontinued Reading Recovery® Program Children (mean)	Number
Writing Vocabulary	Entry Spring	3.11 33.96	143 135
Dictation	Entry Spring	3.90 30.07	143 135
Text Reading Level	Entry Spring	.55 7.41	143 135

Figure 7.
Progress of Not Discontinued Children on Writing Vocabulary
Writing Limit = 10 Minutes



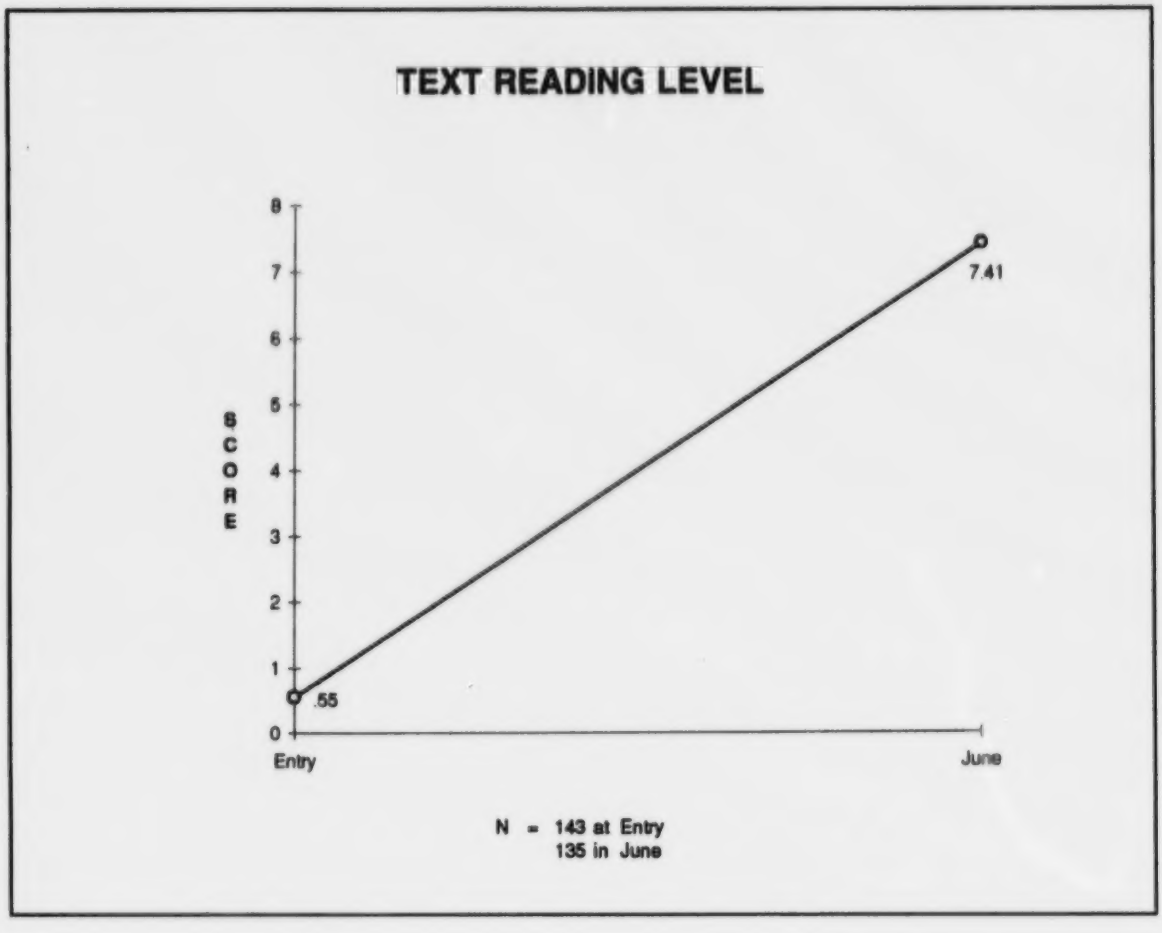
	Entry	June
Mean Scores Not Discontinued Reading Recovery® Children	3.11	33.96
N =	143	135

Figure 8.
Progress of Not Discontinued Children on Dictation
Highest Possible Score = 37



	Entry	June
Mean Scores Not Discontinued Reading Recovery® Children	3.90	30.07
N =	143	135

Figure 9.
Progress of Not Discontinued Children on Text Reading Level
Highest Possible Score = 30



	Entry	June
Mean Scores Not Discontinued Reading Recovery® Children	.55	7.41
N =	143	135

Question #6:	**What informal responses were made by teachers-in-training, previously trained Reading Recovery® teachers, classroom teachers, administrators, and parents of Reading Recovery® children, which reflect on the impact of the Reading Recovery® Program?**

The answer to this question was obtained by surveying Reading Recovery® teachers, classroom teachers, administrators, and parents using individual surveys developed especially for each group.

Question #6 Results:

The overall response from all groups was very positive and supportive. It was generally indicated that the program was most beneficial and should be expanded. A total of 1359 surveys were distributed to Reading Recovery® teachers, classroom teachers, administrators and parents. There was a collective return rate of 82%. Following is the breakdown of distribution, return rate, and summaries of the surveys and comments by category.

■ In-Training Reading Recovery® Teachers

There were 38 surveys distributed to in-training Reading Recovery® teachers. The return rate for in-training teachers was 100%. In-training teachers indicated they had learned a great deal about the reading process. They also stated that their view of teaching low progress children had changed considerably. These teacher stated that the Reading Recovery® training has positively impacted their professional growth as a teacher.

Following are sample comments from the survey:

"It has been a tremendous experience to not only observe the literacy gains of high risk children...but to be an active participant in that process."

"The teacher training year of Reading Recovery® is wonderful because it is based on the whole philosophy of Reading Recovery® teaching - leading teachers to discover and understand strategies for themselves. We are not told exactly what to do step-by step but rather, learn gradually through practice, error and self correction, prompts, and feed-back from colleagues and the Teacher Leader."

"This has been the most rewarding year of my professional career. I have learned more through this program than in all my graduate courses combined. I now feel that I have a firm handle on how and why to teach reading and writing as Clay has recommended."

"For me, the biggest change in understanding of what low progress children can achieve centered around the concept of acceleration. The effectiveness of individual instruction that meets the child where he is at, and gives the child what he needs to accelerate and doesn't waste time on a preconceived teaching sequence has been dramatic."

"Reading Recovery® has given me language that helps me articulate my philosophy for how children become literate. This helps me to explain to others, not only the theory behind the program, but why various procedures are used and what the end result should be. It has taught me how to capitalize on the strengths a child has, as evidenced from the observation survey, and to build upon those strengths to help the child accelerate his learning to become an independent reader and writer."

"It has been the best training I have had."

■ Trained Teachers

There were 91 surveys distributed to trained Reading Recovery® teachers. The return rate was 100%. Trained Reading Recovery® teachers stated they had continued to expand their knowledge of reading, writing, and the craft of teaching. Many believed they had become more effective teachers this year.

"I have become a better reading teacher every year because of experience and continued searching for the best way to teach each child."

"I know more now than I did last year. I was able to see accelerated progress in more of my students this year and got a better understanding of what worked with them to accelerate their learning. The more I refer to the Guidebook for answers the more understanding I glean of how the program works."

"I like the feedback about what I'm doing/need to do to accelerate that child. Usually this carries over to other children and makes me more reflective about my teaching."

"I used the guidebook more to keep my teaching specific and at the strategy level."

"I think the biggest problem I face is the pressure I sometimes feel about getting these students to work in the average range of their classrooms."

■ Classroom Teachers

There were 258 surveys distributed to classroom teachers. The return rate was 93%. They noted that classroom performance of Reading Recovery® students greatly improved as a result of their participation. Classroom teachers also viewed Reading Recovery® as a very good program.

"Students are becoming more independent readers and writers...the program has definitely proven to be successful."

"I see students engaged in reading and truly feeling on top of the world. Some even try to help others using strategies they've learned! What a natural way to learn."

"The children have gained confidence as well as the ability to see themselves as readers and writers."

"Critical to be doing it with the youngest readers. Prevents problems later."

"Reading Recovery® has helped students get on an equal footing with their classmates."

"It my strong belief that it is effective and helps those children immensely who can get lost in the shuffle."

"It has confirmed my opinion that every child can learn to read in first grade if caught and supported sooner."

■ Administrators

There were 142 surveys distributed to administrators. The return rate was 84%. The administrators indicated that Reading Recovery® had a positive effect on the students, Reading Recovery® teachers, classroom teachers, parents and the school as a whole. Administrators also viewed Reading Recovery® as a very good program.

"We are pleased with the results...Parents ask for the program. All first graders benefit from the collaboration of teachers and the Reading Recovery® teacher."

"Parents are very supportive to the point of supporting local funding for a Reading Recovery® position when the district lost Title I funding."

"I firmly believe this program will be the difference between success and failure for some students."

"Reading Recovery® has had a profound impact on those students who were involved in the program this year. Those who successfully completed the program are functioning well in the regular program."

"As with any program that meets the needs of the students the other students benefit since the classroom teacher has assistance with those students who need additional help."

"In addition, the other students benefit from the sharing of strategies that the regular classroom teachers are learning from the Reading Recovery® teacher."

"Reading Recovery® has been one of the significant factors in support of our 'no retention' policy. It has also helped us to implement effective reading strategies for our 'at risk' students."

"I truly believe Reading Recovery® has helped cut down the number of special education referrals."

■ Parents

There were 830 surveys distributed to parents of Reading Recovery® children. The return rate was 75%. Parents observed that as their child's reading and writing improved, their child's self confidence and interest in school also improved. Parents rated Reading Recovery® as a very good program.

"It helped [my child] to strive before he had to struggle - it avoided what could have been a negative situation for my son."

"The program is invaluable, look what it did for [my child]. She believes anything is possible and school is great."

"It was the best thing that happened to my child in the first grade. It works!"

"I want to thank you for all you've done for my child. Without a program like this and the care that is put into it I don't think my child would have progressed this far so quickly. It is definitely an important program that no school should be without."

"[My child] loves to read books (something I did not like to do as a child). I am very, very happy [my child] was able to be in this program and the progress he made was incredible."

"This is an excellent program which deserves the full support of the parents and the SAU. It has made definite impact on my children's abilities - all for the better."

"It was the single most important component of his schooling and made all the difference for his learning."

"[My child] has blossomed into an interested student that really wants to learn, something I was afraid would not happen. Thank you!"

"It has been a very positive experience. He has blossomed into a confident reader because of Reading Recovery®. Because of this confidence in his reading, his confidence in other areas has grown as well."

"I see him reading everything now from road signs to book covers to chapter books. Before he didn't have the confidence to even try."

"The whole family has had a chance to work with him and we are all amazed at how well he has done in such a short time."

Question #7: What percentage of the first grade population in each district is being served by Reading Recovery®?

School District	# First Graders	# Reading Recovery Children	% Served	# Program Children Served	% Program Children
Allenstown	76	6	8	4	5
Amherst	174	14	8	11	6
Bartlett	45	5	11	5	11
Bath	6	1	17	1	17
Berlin	106	8	8	8	8
Campton	43	16	37	15	35
Chichester	36	9	25	7	19
Claremont	173	16	9	14	8
Conval	294	54	18	42	14
Conway	136	24	18	20	15
Derry	600	24	4	19	3
Dover	276	6	2	3	1
Epsom	62	13	21	8	13
Fall Mountain	149	18	12	14	9
Farmington	121	6	5	4	3
Franklin	120	13	11	10	8
Gilford	92	5	5	3	3
Gilmanton	40	8	20	4	10
Gorham	57	9	16	6	11
Governor Wentworth	207	34	16	23	11
Grantham	29	7	24	5	17
Hanover	79	21	27	15	19
Haverhill Cooperative	57	15	26	13	23
Henniker	88	6	7	5	6
Hillsborough	90	6	7	5	6
Holderness	24	8	33	7	29
Hooksett	144	24	17	21	15
Hopkinton	79	19	24	18	23
Jaffrey	150	8	5	5	3

School District	# First Graders	# Reading Recovery Children	% Served	# Program Children Served	% Program Children
Laconia	185	14	8	13	7
Lafayette	22	8	36	7	32
Lebanon	164	34	21	28	17
Lincoln/Woodstock	24	3	13	3	13
Lisbon	23	10	43	10	43
Littleton	85	15	18	12	14
Mascoma	125	16	13	12	10
Milford	203	41	20	29	14
Monadnock	194	24	12	15	8
Monroe	10	1	10	1	10
Moultonborough	57	9	16	8	14
Nashua	1204	58	5	24	2
Newport	101	21	21	15	15
Northumberland	40	12	30	9	23
Orford	16	8	50	7	44
Pembroke	100	7	7	5	5
Pittsfield	73	7	10	5	7
Plymouth	57	16	28	14	25
Raymond	188	20	11	14	7
Rumney	22	9	41	8	36
Salem	360	19	5	13	4
Seacoast (Hampton (Hampton) (North Hampton) (Seabrook)	331 (172) (52) (107)	54	16	36	11
Tamworth	28	7	25	7	25
Thornton	36	9	25	8	22
Timberlane	330	18	5	13	4
Wakefield/Sanbornville	71	7	10	5	7
Warren	16	3	19	3	19
Weare	159	28	18	25	16
Wentworth	14	6	43	6	43
White Mountain	97	28	29	23	24

Project Continuation 1996 - 1997

In preparation for the 1996-1997 school year, the Early Learning Bureau sent applications to all superintendents, principals of elementary schools, Title 1 managers, and special education directors during January. The Bureau received 37 applications by the end of the summer. Due to uncertainty about federal funds, districts were cautious about hiring teachers for positions supported by federal funds. All 31 qualified applicants that districts could support were accepted into classes. Four classes were formed.

Ann Fontaine will teach a class of six teachers and one auditing administrator at the Reading Recovery® training center in Newport. Sandra Tilton will teach a class of 10 teachers and one auditing administrator in Plymouth. Gail Westergren will teach a class of eight teachers in Milford. Diana Anderson will teach a class of seven teachers in Seabrook. For a listing of in-training teachers and their school districts see Appendix B. Their accomplishments will be reported in the Year Seven report.

Teachers-in-training will attend a week long workshop at their respective centers in August. These sessions will prepare teachers to begin working with children as soon as schools open.

The teacher leaders will also conduct inservice sessions for 119 previously-trained teachers. These sessions will be held in August and throughout the school year. The purpose of the sessions for previously trained teachers is to extend their understanding of children and the reading process, along with the Reading Recovery® procedures.

In addition to training new teachers and following previously trained teachers, Teacher Leaders will offer inservice sessions to teachers, administrators, and school boards on topics of interest and/or need as their time permits. These inservice sessions will be offered to districts which have teachers participating in the program. Awareness sessions will be offered during the year for districts interested in participating in the program during the 1997-1998 school year.

In the spring of 1997 all trained and in-training Reading Recovery® teachers will participate in the collection of data in order to evaluate the continued effectiveness of Reading Recovery® in New Hampshire. This data will be compiled and summarized by the Teacher Leaders into the 1996-1997 State Report. A session reporting the results of implementation of Reading Recovery® in New Hampshire will be offered.

Teacher Leaders will continue to collaborate with educational leaders throughout New England and will meet at Lesley College for Teacher Leader Professional Development Days.

New Hampshire Teacher Leaders will continue to improve their training skills by attending the Northeast Regional Reading Recovery® Conference and Institute in October and the National Teacher Leader Institute held in June 1997. They will also make and receive colleague visits.

Teacher Leader Recommendations

Recommendations for 1996-97

1. We recommend that all school districts develop school building literacy teams to conduct studies to determine the factors, in their schools, which contribute to literacy success for ***all*** first, second, and third grade children. Some New Hampshire school districts have already used information from follow-up studies to develop plans to improve literacy instruction in the primary grades.

2. We recommend that schools recognize Reading Recovery® as a ***supplemental*** service to classroom reading instruction. The program is designed to function in addition to classroom teaching. Reading Recovery® children ***must*** receive daily, formal reading instruction in the classroom in order to make accelerated progress.

More Ongoing Recommendations

1. Have schools adhere to the selection process as defined in Marie Clay's *Reading Recovery®, A Guidebook for Teachers in Training*, page 82. Clay recommends that "the programme becomes available to the lowest-achieving children who have been at school one year not excluding any category of children in normal classrooms for any reason. When resources are in short supply principals have sometimes suggested that children with the greatest need could be excluded from the programme in favour of children whose problems are less extreme and who are more likely to respond to treatment. If this step is taken the programme becomes one aimed at improving performance but not aimed at the prevention of reading and writing difficulties in the education system. . . . It becomes a programme based on discrimination against a group of children compared with a programme based on equity principles."

2. Continue to maintain the integrity of the Reading Recovery® Program in New Hampshire with a quality teacher training program for new teachers as well as continuing teacher training sessions for previously trained teachers.

3. Ensure that children receive daily lessons. The average number of lessons received by a discontinued Reading Recovery® child in 1995-96 was 61.06. The number of weeks these discontinued children took to complete their program was 18.71. This number indicates that each child received 3.26 lessons per week. Teacher Leaders will assist districts in developing a plan to ensure that children receive daily Reading Recovery® lessons.

4. Strengthen communications within schools and communities about the progress of students and the goals of the Reading Recovery® Program.

5. Provide the opportunity for trained teachers to participate in at least four Behind the Glass sessions. This will enable the teachers to strengthen their observation and decision-making skills.

6. Continue to work with other Teacher Leaders in the state and the region to preserve the integrity of the program and to extend the knowledge of each of us.

Reading Recovery® Teachers and Schools in the Program 1995 - 1996

NAME	SCHOOL AND TOWN
Naomi Abelowitz	Ledge Street School, Nashua
Diana Anderson	Seabrook Elementary School, Seabrook
Susan Jacobsohn Avis	Center Woods Elementary School, Weare
Vicky C. Bailey	Groveton Elementary School, Groveton
Nancy Bannon	Milford Elementary School, Milford
Nancy N. Barton	Richards School, Newport
Heather Beeman	Plymouth Elementary School, Plymouth
Linda Beloin	Center Woods School, Weare
Marjorie J. Blessing	Milford Elementary School, Milford
Sharon Botting	Ossipee Central School, Ossipee
Nancy Brickey	Amherst Street School, Nashua
Susan Brown	Kenneth Brett School, Tamworth
Jacqueline Buck	Haigh Elementary School, Salem
Cameron Anna Burton	Pine Tree School, Center Conway
Janis Campbell	Pembroke Village School, Pembroke
Charlotte Carle	Dublin Consolidated School, Dublin & Temple Elementary School, Temple
Elizabeth Carlson	Paul Smith School, Franklin
Elaine Champion	Sandown Central School, Sandown
Kathleen M. Connery	Plymouth Elementary School, Plymouth
Allison Cooke	Conway Elementary School, Conway
Gayle Crane	Henniker Elementary School, Henniker
Lori Crantz	Clark School, Amherst
Edith L. Crowley	Grinnell School, Derry
Jean R. D'Espinosa	Fred C. Underhill School, Hooksett
Martha Dahl	Jaffrey Grade School, Jaffrey
James Darling	Canaan Elementary School, Canaan
Elaine Day	Bernice A. Ray School, Hanover
Jane Desbiens	Way School, Claremont
Carolyn M. Dickey	Pleasant Street School, Laconia
Patricia Domin	Seabrook Elementary School, Seabrook
Priscilla Drouin	Fred C. Underhill School, Hooksett
Myra Ellingwood	Lancaster Elementary School, Lancaster
Judy Erickson	Whitefield Elementary School, Whitefield
Jeanne Ferguson	Memorial Drive Elementary School, Farmington
Evelyn S. Fitzpatrick	Lisbon School, Lisbon
Ann Fontaine	Richards Elementary School, Newport
Janet Fortnam	Lamprey River School, Raymond
Barbara Fraser	Milford Elementary School, Milford
Joanne Frigulietti	Peterborough Elementary School, Peterborough
Terri Garand	Bethlehem Elementary School, Bethlehem
Ann Gehring	Paul School, Sanbornville
Louisa Goss	Conway Elementary School, Conway
Debra Gouveia	Francestown Elementary School, Francestown & Pierce School, Bennington

1995 - 1996 (con't.)

Sherrie A. Greeley	Bernice Ray School, Hanover
Virginia Haines	Lakeway Elementary School, Littleton
Jane Haldeman	Lancaster Elementary School, Lancaster
Donna G. Hann	Paul Smith Elementary School, Franklin
Frances V.P. Hanson	Holderness Central School, Holderness
Donna Hart	Woodsville Elementary School, Woodsville
Anne Harvey	Richards School, Newport
Wendy Heidenreich	Sacred Heart Public School, Lebanon & School Street School, Lebanon
Lois D. Henson	Woodsville Elementary School, Woodsville
Coreen Herrick	Epsom Central School, Epsom
Judith Hess	Carpenter School, Wolfeboro
Roberta Holt	Clark School, Amherst
Kathy Houlker	Mt. Lebanon School, West Lebanon
Patricia Humphrey	Chichester Central School, Chichester
Marilyn Ann Hurley	Mt. Caesar School, East Swanzey
Rosemary Jablonski	Walpole Primary School, Walpole
Karin J. Jacobson	Centre School, Hampton
Sue Jaggard	Grantham Village School, Grantham
Gail Johnson	Ossipee Central School, Ossipee
Susan Karsten	Campton Elementary School, Campton
Teresa Marie Kellaway	Grinnell School, Derry
Elaine Kernozicky	Charlestown Primary School, Charlestown
Joan Kipp	Groveton Elementary School, Groveton
Diane K. Kline	Elm Street School, Laconia
Susan Marie Lander	Pittsfield Elementary School, Pittsfield
Marjorie E. Lane	Bath Village School, Bath, Warren Village School, Warren & Monroe Consolidated School, Monroe
Susan LaPlante	Mary Fisk Elementary School, Salem
Beth Lavoie	Epsom Central School, Epsom
Brenda LeBel	Horne Street School, Dover
Carol Lord	Richards Elementary School, Newport
Karen MacQueen	Alstead Primary School, Alstead
Rita Maglio	Ledge Street School, Nashua
Cheryl Marr	Danville Elementary School, Danville
Dorothy Martin	New Durham Elementary School, New Durham
Karen May	Harold Martin School, Hopkinton
Mary Serwecinski McCormack	School Street School, Lebanon
Deborah McCrum	Bartlett School, Berlin
Patricia Moderski	Soule School, Salem
Cheryl Molleur	Chichester Central School, Chichester
Karen Murray	Fred C. Underhill School, Hooksett
Deborah O'Brien	Orford Elementary School, Orford
Nancy Orszulak	Campton Elementary School, Campton
Barbara Padley	Dr. Crisp School, Nashua
Leona Palmer	Mt. Pleasant School, Nashua
Edith Patridge	Thornton Central School, Thornton
Adele Perron	Hancock Elementary School, Hancock & Antrim Elementary School, Antrim
Ellen Phillips	New Durham School, New Durham

1995 - 1996 (con't.)

Diane Pictrowski	Lamprey River Elementary School, Raymond
Beth Price	Grinnell School, Derry
Mary Ellen Price	Center Woods School, Weare
Susanne J. Pulsifer	Dalton School, Dalton
Suzette Ragan	Mt. Lebanon School, West Lebanon
Dorothy Regan	North Hampton Elementary School, North Hampton & Seabrook Elementary School, Seabrook
Karen P. Reynolds	Centre School, Hampton
Nancy Rice	Antrim Elementary School, Antrim
Elizabeth E. Richards	Josiah Bartlett Elementary School, Bartlett
Nancy Riley	Mt. Pleasant School, Nashua
Mary Rivers	Moultonborough Central School, Moultonborough
Margaret F. Roberts	Gilmanton School, Gilmanton
Doris N. Rooker	North Street School, Claremont
Margo Seyfarth	Centre School, Hampton
Katherine Lovering Shanks	Mt. Caesar School, East Swanzey
Marjorie Shepardson	Mt. Caesar School, East Swanzey
Deborah Showalter	Lin-Wood School, Lincoln
Ann Silverstein	Enfield Elementary School, Enfield
Christine Smith	Jefferson Elementary School, Jefferson
Marilyn St. George	Fairgrounds Elementary School, Nashua
Aimee Stevens	Gilford Elementary School, Gilford
Penelope Stevenson	Woodsville Elementary School, Woodsville
Judith Parker Stone	Center Woods Elementary School, Weare
Jeanette Streeter	Lisbon Elementary School, Lisbon
Margaret Stumb	Harold Martin School, Hopkinton
Marlene Tabor	Russell School, Rumney
Johanna Thomas	Hillsboro-Deering Elementary School, Hillsboro
Sandra Tilton	Campton Elementary School, Campton
Nancy Tuite	Lakeway Elementary School, Littleton
Sarah Turcotte	Harold Martin School, Hopkinton
Janet Von Reyn	Sacred Heart School, Lebanon
Priscilla G. Ware	Grinnell School, Derry
Helen Waterman	Greenfield Elementary School, Greenfield
Patricia Weathers	Edward Fenn School, Gorham
Irene Wellman	Allenstown Elementary School, Allenstown
Ruth Welsford	Dublin Consolidated School, Dublin
Gail Westergren	Milford Elementary School, Milford
Diane Lee Wheeler	Tuftonboro Central School, Tuftonboro
Marcia H. Williams	Richards School, Newport
Melanie Williams	Milford Elementary School, Milford
Deborah Wood	Lamprey River Elementary School, Raymond
Eileen Woolfenden	Campton Elementary School, Campton
Beth Zelenak	Wentworth Elementary School, Wentworth

Reading Recovery® Teachers-In Training 1996 - 1997

NAME	SCHOOL AND TOWN
Janet Archer	Pierce School, Bennington
Joanne Balch	Whitefield Elementary School, Whitefield
Claire Beliveau	Bluff Elementary School, Claremont
Susan Bombowsky	East Derry Memorial School, Derry
Carol Crystle	Lakeway Elementary School, Littleton
Susan Downey	North Hampton Elementary School, North Hampton
Timothy Eade	Pittsfield Elementary School, Pittsfield
Holly Gagne	Andover Elementary School, Andover
Danielle Gaudette	Woodsville Elementary School, Woodsville
Theresa Grady	Harold Martin School, Hopkinton
Lucille Keegan	Danbury Elementary School, Danbury
Penelope King	Dublin Consolidated School, Dublin
Christine Lariviere	South Range School, Derry
Jacqueline Leathers	Fred C. Underhill School, Hooksett
Joanne LeBlanc	Derry Village School, Derry
Maureen Lemay-Ferland	Bethlehem Elementary School, Bethlehem
Cheryl Miles	Lakeway Elementary School, Littleton
Karen Walsh Moore	Edward Fenn Elementary School, Gorham
Kathy Oberle	Lakeway Elementary School, Littleton
Marlene O'Brien	Woodsville Elementary School, Woodsville
Melissa Pollak	Clark School, Amherst
Drewanne Reed	Cornish Elementary School, Cornish
Kathryn Richardson	Hancock Elementary School, Hancock
Martin Rounds	Temple Elementary School, Temple
Rhonda Sanborn	Richards Elementary School, Newport
Joanne Simpson	Sandown Central School, Sandown
Andrea Solomon	Grinnell School, Derry
Elizabeth Staulcup	Effingham Elementary School, Effingham
Jeanne Tilghman	Piermont Village School, Piermont & Bath Village School, Bath
Ellenmarie Widman	Danville Elementary School, Danville
Jan Wood	Bethlehem Elementary School, Bethlehem